The DAU Faculty Contribution Process

Training Manual

Defense Acquisition University
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Introduction

This training manual is divided into two main parts. The first part is an overview of the whole Faculty Development Process and how each piece fits in. It is important to review this material carefully as you will need to know it to be able to train your faculty as well as to be able to implement it at your own campus.

The second part of this manual is the materials for the training workshop. You will need to review the lesson plans and activities thoroughly in order to make your training workshop go as smoothly as possible.

If you have any questions about the FDP or the training class, please don't hesitate to contact the authors of this manual at the Defense Systems Management College.

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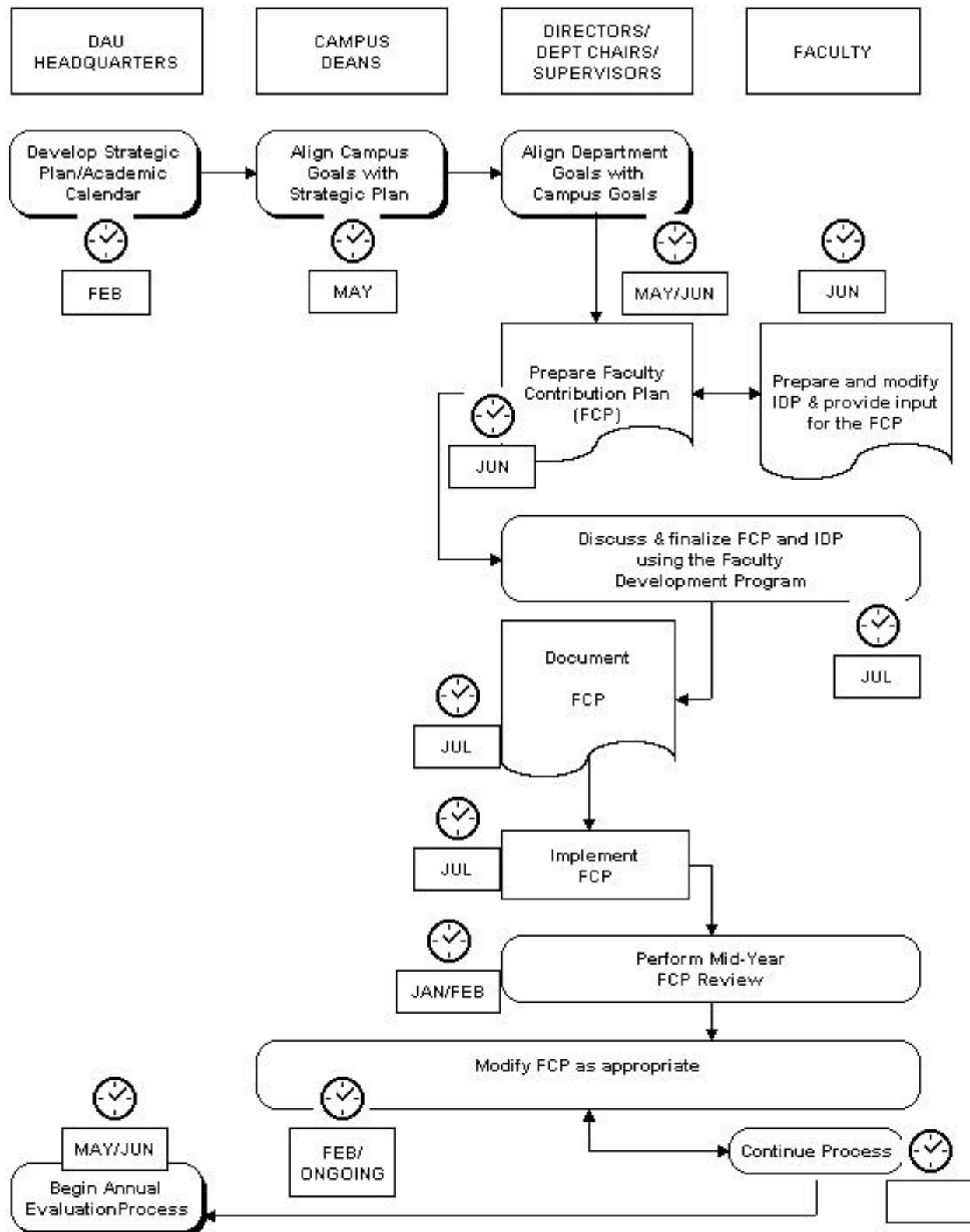
The Faculty Contribution Process

The Faculty Contribution Process starts with the DAU Strategic Plan and cascades down through the Individual Development Plans to the individual faculty level. This aligning of goals and contributions ensures that everyone is working together to make DAU a premiere corporate university.

Using the overarching strategic plan and academic calendar, campus deans set and align their campus goals. Next, the department chairs align their goals with the campus goals and set teaching requirements for the year. Faculty members prepare their Individual Development Plans and then meet with their department chair to create a contribution plan. This contribution plan combines individual faculty goals with department goals and sets up expected contributions for the coming year.

Mid-year reviews ensure that faculty members are on track with their contribution plans. Adjustments are made at this time if necessary. At the end of the year, the faculty member fills out a report of all contributions and points are awarded for those contributions by the department chair. The Faculty Contribution Report is then used in the annual salary review process.

The flowchart on the next page shows the complete Faculty Contribution Process.

The Faculty Contribution Process Flowchart

DAU HEADQUARTERS	CAMPUS DEANS	DIRECTORS/ DEPT CHAIRS/ SUPERVISORS	FACULTY

Develop Strategic Plan/Academic Calendar — FEB

Align Campus Goals with Strategic Plan — MAY

Align Department Goals with Campus Goals — MAY/JUN

Prepare Faculty Contribution Plan (FCP) — JUN

Prepare and modify IDP & provide input for the FCP — JUN

Discuss & finalize FCP and IDP using the Faculty Development Program — JUL

Document FCP — JUL

Implement FCP — JUL

Perform Mid-Year FCP Review — JAN/FEB

Modify FCP as appropriate — FEB/ONGOING

Continue Process

Begin Annual Evaluation Process — MAY/JUN

Sample Faculty Contribution Plan/Report (FCP/R) Form

The Faculty Contribution Plan/Report (FCP/R) Form has two main parts. The left side is "Expected Contributions". This is where the faculty member records the agreed upon contributions to work on for the upcoming year and the agreed upon maximum point values.

The right side is "Actual Contributions". This is where the faculty member records what he/she contributed to the college, as related to the plan portion. The department chair awards points based on the agreed upon points from the Contribution Plan according to the extent to which the contributions are achieved.

Continuous learning hours are recorded at the bottom of the sheet but do not add to the total contribution points earned.

The following pages contain a sample FCP/R, showing a sample list of contribution activities and the points associated with them.

Faculty Contribution Plan and Report

Name_____

Contribution Categories	Expected Contributions			Actual Contributions		
A. Professional Development						
1.Acquisition Currency						
a. Field Development/rotational						
OSD- OSD COMP BUDGET CYCLE	This activity will contribute the latest information available on the budget cycle and enable the updating of lesson materials and gain currency in instructor knowledge.	75				
b. Research						
Complete research article	The research will contribute information to enrich the instructor knowledge base and to update appropriate lesson materials.	25				
c. Consulting						
PEO CARRIERS and DCMA	These activities will provide opportunity to enrich instructor currency and to meet the needs of our stakeholders.	50				
d. DAWIA certification						
BCF LEVEL III	Attaining this certification will help maintain a preeminent faculty to provide for and meet the needs of our customers.	50				
e. Applied Research						
Subtotal		**200**	**(Max: 200)**	Subtotal	**0**	**(Max: 200)**
2. Instructional Effectiveness						
a. Critical skills course						
Interpersonal Skills - Stress Management	The completion of this course will contribute to more effective delivery of lessons and to improved relations with both colleagues and students.	25				
b. Academic accomplishments						
Subtotal		**25**	**(Max: 150)**	Subtotal	**0**	**(Max: 150)**
Total Professional Development Score:		**225**	**(Max: 350)**	**Total Professional Development Score:**	**0**	**(Max: 350)**
B. Leadership & Management						
1. DAU Top and Middle Management						
2. DAU Supervisory Management						

3. Campus Level I Team						
4. Campus Level II Team						
SFA - For APMC 01, 02 and 03	Direct contribution to teaching effectiveness by leading the integrated faculty team in the delivery of the APMC curriculum. Contributes to the development and maintenance of the optimum learning environment.	50				
	Total Leadership and Management Score:	**50**	**(Max:150)**	**Total Leadership and Management Score:**	**0**	**(Max:150)**
C. Sustained Contributions and Achievements						
1. Teaching						
Scheduled to teach EV and FM in 00-03, 01-01 and 01-02. Scheduled to teach IEVM. Scheduled to teach in excess of 450 hours.	Will contribute to the mission of the college by executing the FY teaching mission.	500				
2. Research						
3. Consulting						
4. Management						
	Sustained Contributions and Achievements Score:	**500**	**(Max: 500)**	**Sustained Contributions and Achievements Score:**	**0**	**(Max: 500)**
D. Continuous Learning				Enter total number of continuous learning points below:		
	Total Score	**775**	**Max: 1000**	**Total Score**	**0**	**Max: 1000**

*** DRAFT ***
Sample Plan/Report

Name_____

Reporting period: 2000-2001

FCP Agreement

_____
Faculty Member (signature and date)

_____
Supervisor (signature and date)

FCP Mid-year Review

_____
Faculty Member (signature and date)

_____
Supervisor (signature and date)

FCP/R Submission

_____
Faculty Member (signature and date)

_____
Supervisor (signature and date)

II. Salary Decision

_____	_____	_____
Current Salary	Recommended Salary	Recommended Bonus
_____	_____	_____
Approve/Disapprove	Supervisor	Date
_____	_____	_____
Approve/Disapprove	Campus Dean Signature	Date
_____	_____	_____
Approve/Disapprove	DAU Provost	Date

*** DRAFT ***
Sample Plan/Report

Name_____

Contribution Categories	Expected Contributions			Actual Contributions		
A. Professional Development						
1.Acquisition Currency						
a. Field Development/rotational						
OSD- OSD COMP BUDGET CYCLE	This activity will contribute the latest information available on the budget cycle and enable the updating of lesson materials and gain currency in instructor knowledge.	75		As a result of this activity all of the EV lesson plans for the APMC were updated to reflect the most current information on the budget cycle. This information has also been tranferred to other department faculty.	75	
b. Research						
Complete research article	The research will contribute information to enrich the instructor knowledge base and to update appropriate lesson materials.	25		This activity is still in the research stage with estimated completion in CY02.	15	
c. Consulting						
PEO CARRIERS and DCMA	These activities will provide opportunity to enrich instructor currency and to meet the needs of our stakeholders.	50		The PEO Carrier consult was deferred due to budget shortfalls. The DCMA consult was conducted with great success as reflected by additional FFS work contracted over the next 12 months.	40	
d. DAWIA certification						
BCF LEVEL III	Attaining this certification will help maintain a preeminent faculty to provide for and meet the needs of our customers.	50		Certification at Level III was attained.	50	
e. Applied Research						
	Subtotal	200	(Max: 200)	Subtotal	180	(Max: 200)
2. Instructional Effectiveness						
a. Critical skills course						
Interpersonal Skills - Stress Management	The completion of this course will contribute to more effective delivery of lessons and to improved relations with both colleagues and students.	25		The course was completed and is reflected in an increase of 10% in overall customer satisfaction.	25	
b. Academic accomplishments						
	Subtotal	25	(Max: 150)	Subtotal	25	(Max: 150)
	Total Professional Development Score:	**225**	**(Max: 350)**	**Total Professional Development Score:**	**205**	**(Max: 350)**
B. Leadership & Management						
1. DAU Top and Middle Management						

*** DRAFT ***
Sample Plan/Report

Reporting period: 2000-2001

2. DAU Supervisory Management					
3. Campus Level I Team					
4. Campus Level II Team					
SFA - For APMC 01, 02 and 03	Direct contribution to teaching effectiveness by leading the integrated faculty team in the delivery of the APMC curriculum. Contributes to the development and maintenance of the optimum learning environment.	50		The SFA duties were executed to a very high level of satisfaction as reflected by the overall academic success levels and customer satisfaction ratings of the students in his APMC sections.	50
	Total Leadership and Management Score:	**50**	**(Max:150)**	**Total Leadership and Management Score:**	**50** **(Max:150)**
C. Sustained Contributions and Achievements					
1. Teaching					
Scheduled to teach EV and FM in 00-03, 01-01 and 01-02. Scheduled to teach IEVM. Scheduled to teach in excess of 450 hours.	Will contribute to the mission of the college by executing the FY teaching mission.	500		All scheduled activity was accomplished with the overall student satisfaction rating in the "very satisfied" category averaging to 85%.	500
2. Research					
3. Consulting					
4. Management					
	Sustained Contributions and Achievements Score:	**500**	**(Max: 500)**	**Sustained Contributions and Achievements Score:**	**500** **(Max: 500)**
D. Continuous Learning				Enter total number of continuous learning points below:	
				Attained 55 points of CL	
	Total Score	**775**	**Max: 1000**	**Total Score**	**755** **Max: 1000**

*** DRAFT ***
Sample Plan/Report

Name_____

Reporting period: 2000-2001

FCP Agreement

_____
Faculty Member (signature and date)

_____
Supervisor (signature and date)

FCP Mid-year Review

_____
Faculty Member (signature and date)

_____
Supervisor (signature and date)

FCP/R Submission

_____
Faculty Member (signature and date)

_____
Supervisor (signature and date)

II. Salary Decision

_____   _____   _____
Current Salary   Recommended Salary   Recommended Bonus

_____   _____   _____
Approve/Disapprove   Supervisor   Date

_____   _____   _____
Approve/Disapprove   Campus Dean Signature   Date

_____   _____   _____
Approve/Disapprove   DAU Provost   Date

Sample Contributions

Factor I: Contributions to DAU during the period of review.	1000
A. Professional Development	**350**
1. Acquisition Currency:	200
a. Field Development / Rotational:	
OSD	(75-100)
Service Headquarters	(75-100)
PEO	(50-75)
Development Command	(50-75)
Program Office	(50-75)
Support Agency	(25-50)
b. Research	(25-100)
c. Consulting:	
DAU	(50-100)
Fee for Service	(50-75)
d. DAWIA Certification	(50-100)
e. Professional Certification	(50-75)
2. Instructional Effectiveness:	150
a. Critical Skills Courses:	(5-25)
Interpersonal Skills	
Distance Learning	
Critical Learning	
Case Study Facilitation	
Team Building	
Basic Instructors Skills	
Intermediate Instructors Skills	
Advanced Instructors Skills	
Business Strategy Consultant	
Special Learning Products	
Research	
b. Academic Accomplishments:	
Complete Terminal Degree	(100)
Achieve overall Level IV academic rank	(100)
Achieve overall Level III academic rank	(75)
Achieve overall Level II academic rank	(50)
Complete Program Management Course	(50)
Mentoring other faculty	(10-30)
Achieve area Level IV academic rank	(25)
Achieve area Level III academic rank	(20)
Achieve area Level II academic rank	(15)
Complete Master's Degree	(25)
Complete two week training course	(15)
Complete a Graduate course (3 credit hours)	(10)
Complete a one week training course	(5)
Attend a Professional Seminar (limit 3)	(5)
Complete a one day training course (limit 3)	(5)
B. Leadership & Management:	**150**
1. DAU Top & Middle Management : Assumption or retention, performance & contribution:	150-
a. Dean/Executive Director	100

	b. Deputy to Dean/Executive Director	
2. DAU Supervisory Management: Assumption or retention, performance & contribution:		100-
	a. Department Chair position	50
	b. Program Director	
	c. Chair of a DAU Standing committee	
	d. Comparable service to DAU to improve service, cost, or efficiency	
	e. Regional Director, Center Director	
3. Campus Level I Team:		75-
	a. Course manager	50
	b. Chair of a campus committee of a limited duration	
	c. Member of a campus standing committee	
	d. Comparable service to DAU to improve service, cost, or efficiency	
4. Campus Level II Team:		50-
	a. Member of a Campus committee of a limited duration	25
	b. Active participant in a Campus standing committee or work team	
	c. Demonstration of managerial potential and willingness to be of such service to the Campus to improve service, cost, or efficiency.	
C. Sustained Contributions and Achievements		**500**
1. Teaching:		
	a. Exceptional Contribution:	75%-100%
	1. Cross-certified to teach a majority of the lessons in two or more disciplines	
	2. Major improvement/sustainment of high quality teaching	
	3. Curriculum Development/Major Course Revision: Lead Instructor	
	b. . Outstanding Contribution:	50%-75%
	1. Cross-certified to teach a majority of the lessons in another discipline.	
	2. Significant improvement in quality teaching skills	
	3. Curriculum Development/ Major Course Revision: Team Member	
	a. Standard Contribution:	25%-50%
	1. Quality shows some improvement	
	2. Norm for platform hours	
	b. Limited Contribution:	0%-25%
2. Research:		
	a. Major research project resulting in publication(s)	75%-100%
	b. Significant research effort resulting in significant	50%-75%
	published papers or significant curriculum research	
	resulting in major curriculum improvement	
	c. Useful research which contributes to curriculum	25%-50%
	d. Limited research	0%-25%
3. Consulting:		
	a. One or more contextual assignments or another major	75%-100%
	consulting project(s)	
	b. One or more content assignments or a significant project	50%-75%
	c. Informal consulting that results in client assistance,	25%-50%
	speaking at a Seminar of Conference	
	d. Limited consulting	0%-25%
4. Management:		
	a. Exceptional leadership and organization improvement	75%-100%
	b. Outstanding leadership and organization improvement	50%-75%
	c. Successful leadership and organizational improvement	25%-50%
	d. Limited leadership and organization improvement	0%-25%

Setting Departmental Goals

The following illustrates how departmental goals flow from the DAU goals. Teaching, consulting and research tasks that must be done in the upcoming year are also included. These tasks will be assigned to faculty members and placed on their Faculty Contribution Plan.

Note: These goals are specific to one department. Each campus and department will have different goals. When providing training, you may want to use your own campus and departmental goals as an example.

DAU Goals

#1 **Provide our stakeholders what they need when they need it**

#2 **Operate a premier learning enterprise**

#3 **Advance excellence in acquisition business practices**

#4 **Employ knowledge management to enhance learning and productivity**

#5 **Provide stakeholders with a preeminent faculty and staff**

DAU Goals & Thrusts

#1 **Provide our stakeholders what they need when they need it**
- 1.1 Meet Stakeholder's Needs
- 1.2 Targeted Learning/Critical Thinking
- 1.3 Become Educational Entrepreneurs

#2 **Operate a premier learning enterprise**
- 2.1 Corporate University
- 2.2 Unified University Culture
- 2.3 Premier Infrastructure
- 2.4 Foster Strategic Partnerships
- 2.5 Measure Our Performance

DAU Goals & Thrusts

#3 **Advance excellence in acquisition business practices**
    3.1 Serve as Change Agents
    3.2 Business Strategy Consultants
    3.3 Commercial Business Practices

#4 **Employ knowledge management to enhance learning and productivity**
    4.1 Integrated Knowledge Management
    4.2 Virtual Communities of Practice

#5 **Provide stakeholders with a preeminent faculty and staff**
    5.1 Maintain Preeminent Faculty and Staff
    5.2 Faculty/Staff Professional Development

FD Goals

#1.1.1 ☛ To execute the FY01 teaching mission as scheduled.

#1.1.2 ☛ To provide resources for the development of ACQ-201, PMT-250, 352, and 302N during the evaluation period.

#1.1.3 ☛ To complete the development of ACQ-201, PMT-250, 352, and 302N during the period as scheduled.

#1.1.4 ☛ To implement the ACQ-201 DL course by March 2001.

#5.2.1 ☛ To complete the transition to the new faculty development model by January 2001.

#1.1.5 ☛ To support the DAU long-range plan for distance learning courses by February 2001.

FD Goal # 1.1

DAU #1 **Provide our stakeholders what they need when they need it**
    1.1 Meet Stakeholder's Needs

    ☛ **1.1.1 To execute the FY01 teaching mission as scheduled.**

    ☛ **1.1.2 To provide resources for the development of ACQ-201, PMT-250, 352, and 302N during the evaluation period.**

    ☛ **1.1.3 To complete the development of ACQ-201, PMT-250, 352, and 302N during the period as scheduled.**

    ☛ **1.1.4 To implement the ACQ-201 DL course by March 2001.**

    ☛ **1.1.5 To support the DAU long-range plan for distance learning courses by February 2001.**

FD 1.1.1

EVM: Execute the FY01 teaching mission

- EVM Teaching Hours 1,890:
  - APMC   1,170 Hours
  - IEVMC   450 Hours
  - ISAC   145 Hours
  - Other Short   125 Hours
  - FEVMC   F Valore - full time
                  G Phillips - part time
- EVM Teaching Quality
  - APMC Ratings > 90%
  - Short Courses - Positive Feedback

FD Goal # 1.1

DAU #1

Provide our stakeholders what they need when they need it

1.1 Meet Stakeholder's Needs

☞ **1.1.1** To execute the FY01 teaching mission as scheduled.

☞ **1.1.2** To provide resources for the development of ACQ-201, PMT-250, 352, & 302N during the evaluation period.

☞ **1.1.3** To complete the development of ACQ-201, PMT-250, 352, & 302N during the period as scheduled.

☞ **1.1.4** To implement the ACQ-201 DL course by March 2001.

☞ **1.1.5** To support the DAU long-range plan for distance learning courses by February 2001.

FD 1.1.2

EVM: Development of ACQ-201, PMT-250, 352 and 302N

- EVM Course Development
  - ACQ-201
    - R Pratt   - part time
  - PMT-250
    - M Cohe   - part time to 1/2/01
  - PMT 352
    - M Cohe   - full time from 1/2/01
    - G Phillips - part time from 1/2/01
    - R Bohls   - part time from 1/2/01
  - PMT-302N
    - M Cohe   - part time to 1/2/01
    - G Phillips - part time from 1/2/01

DAU #1.1

EVM: Meet Stakeholder's Needs

- EVM Course Improvements
  - BCF 102
    - F Valore   - part time
      - Open Access
      - Reduce instructor involvement
  - BCF-203
    - M Cohe   - part time to 1/2/01
    - G Phillips - part time after 1/2/01

DAU #1.3

EVM: Become Educational Entrepreneurs

- FFS Teaching Hours 725:
  - DCMA 425 (+ 575 PP & Travel)
  - Other Programs 300
- FFS Consulting - 500 Hours:
  - PEO Health & Human Services
  - Area Air Defense Capabilities
  - Defense Threat Reduction Agency
  - PEO Carriers
  - US Customs
  - Objective Crew Served Weapon
  - Department of Transportation
  - Landing Platform Dock-17

DAU #4

DAU Goal # 4

Employ knowledge management to enhance learning and productivity

4.1 Integrated Knowledge Management

4.2 Virtual Communities of Practice

4.1 EVM: IKM Education & Training
Rob Pratt - EVM Database development

FD Goal # 5

DAU #5

Provide stakeholders with a preeminent faculty and staff

5.2 Faculty/Staff Professional Development

☛ **5.2.1 To complete the transition to the new faculty development model by January 2001.**

5.2.1 EVM: Professional Development Program
Acquisition Currency Program
Improve Instructional Effectiveness

FD 5.2.1

EVM: Transition to the new faculty development model

- **New Faculty Development Model**
  - **Develop Faculty Development Plan**
  - **Develop Individual Development Plan**
- **Acquisition Currency Program**
  - **PDI Conference - San Diego**
  - **PDI Conference - Tysons**
  - **DoD EVM In-House Conference**
  - **Level III Acquisition Certification**
    - **R Carlson   - BCEFM Secondary**
    - **R Bohls   - BCEFM Secondary**

FD 5.2.1

EVM: Transition to the new faculty development model

- **Acquisition Currency Program**
  - **Consulting - 500 Hours:**
    - **PEO Health & Human Services**
    - **Area Air Defense Capabilities**
    - **Defense Threat Reduction Agency**
    - **PEO Carriers**
    - **US Customs**
    - **Objective Crew Served Weapon**
    - **Department of Transportation**
    - **Landing Platform Dock-17**

FD 5.2.1

EVM: Transition to the new faculty development model

- Improve Instructional Effectiveness
  - Basic Instructional Effectiveness
    - LTC Philips
  - Mentoring - "Another Pair of Eyes"
    - R Smith
    - R Carlson
    - M Cohe
    - R Pratt
    - J Martin
    - G Phillips

FD 5.2.1

EVM: Transition to the new faculty development model

- Improve Instructional Effectiveness
  - Distance Learning Instructional Training
    - F Valore
  - Research Training
    - M Cohe
    - R Pratt
  - Doctorate in process
    - R Bohls
    - M Cohe
    - R Pratt
  - Case Study Writing/Facilitization
    - R Carlson
    - M Cohe
    - R Pratt

DAU Goal # 1

DAU #1

Provide our stakeholders what they need when they need it

1.1 Meet Stakeholder's Needs

1.2 Targeted Learning/Critical Thinking

1.3 Become Educational Entrepreneurs

DAU Goal # 2

DAU #2

Operate a premier learning enterprise

2.1 Corporate University

2.2 Unified University Culture

2.3 Premier Infrastructure

2.4 Foster Strategic Partnerships

2.5 Measure Our Performance

DAU Goal # 3

DAU #3

Advance excellence in acquisition business practices

3.1 Serve as Change Agents

3.2 Business Strategy Consultants

3.3 Commercial Business Practices

DAU Goal # 4

DAU #4

Employ knowledge management to enhance learning and productivity

4.1 Integrated Knowledge Management

4.2 Virtual Communities of Practice

DAU Goal # 5

DAU #5

Provide stakeholders with a preeminent faculty and staff

5.1 Maintain Preeminent Faculty and Staff

5.2 Faculty/Staff Professional Development

The Individual Development Plan (IDP)

Through the Individual Development Plan (IDP), employees will be encouraged to identify current roles and activities, assess their strengths and developmental goals, list their professional development goals, and estimate the resources needed to achieve these goals. While faculty members create an IDP each academic year, it is composed of both short-range and long-range career goals. Short-range goals are usually able to be accomplished within the year as opposed to long-range goals which span many years. Like the FCP/R, the IDP is a living document that will change each year depending on which goals are accomplished and new goals that are added.

SHORT RANGE CAREER GOALS (1-2 years):
Influence the current positive direction of DSMC; specifically, develop a central theme/management task that carries throughout the ISAC. Support team teaching with Active Learning.
Adult teaching & MBTI should be reintroduced into ISAC. Assist in Distance Learning approaches for our short courses to cheaply reach and expand our student audiences across the world while ensuring team building opportunities are explored and implemented in the classroom.
Expand my knowledge of Distance Learning Techniques including **INTRANET** use.
Expand my knowledge of Case Study development.
Improve my abilities to each adults in APMC, ISAC, APQMC, and other courses.
Improve my consulting ability to enhance my professional growth.
Refresh myself in FM policies by working with Charlie Baker OSD/©
Obtain a STEP Promotion

Become **EV DEPARTMENT CHAIR**

LONG RANGE CAREER GOALS (2-5 years): Obtain an advanced degree in adult education. (East Texas State University – 4-8 classes & thesis = Ed D).
Teach management as an adult educator at the Community/Jr college or college level (5 years).

PROFESSIONAL DEVELOPMENT INSTRUCTIONAL EFFECTIVENESS/ ACQUISITION CURRENCY	COURSE, CLASS, DEVELOPMENTAL ACTIVITY, OR ASSIGNMENT	SOURCE Name & Location	EST. COSTS Fees/Travel	PLANNED DATE(S)	ACTUAL DATE(S)
Familiar w/Senior Civilian students' retirement concerns	Long Range Planning For Retirement Workshop	DSMC		25-26 Aug 01	
Expand my knowledge of Comptroller activities at the OSD level	Participate with OSD during Budget hearings to evaluate descriptive summaries & P-Forms. Review latest comptroller policy changes.	OSD© – Mr. Charlie Baker	N/A	Fall 00	
	Copyright for Educators	Jerry A. Cooke	2 hrs	29 Jul 01	
Stress Management	Stress Balance Program – 002A	DSMC FD-MD – Dr. Jujii	N/A		
	Understanding Personal Approaches to Creativity 136B	DSMC	N/A	TBD	

_____   _____   _____
CONCURRENCE & APPROVAL: EMPLOYEE   **SUPERVISOR**   **DATE**

Improve Written Comm	Grammar & Usage Seminar	Fred Pryor		6 Aug 00	
Refresh myself in the use of MBTI in the classroom	Using MBTI In Teaching & Consulting	Otto Kreoger, Asc – DSMC	3.5 hrs	23 Jul 01	
Newest Acq Reform – Need to become current for teaching	"Simulation-Based Acquisition"	DSMC	2 hrs	1 Jul 00	
	Use of Internet Technologies – Distance Learning	DSMC CR-41	2 hrs	8 Sep 01	
Refresh Instructor Techniques	BEYOND TRAIN THE TRAINER WORKSHOP	Ed Jones	16 hrs	9-10 Sep 00	
	Advanced MBTI Workshop	Otto Kreoger, Asc		TBD	
Profilor Certified	Profile Certification Workshop	Personnel Decisions International		3 Dec 00	
	Participate in an IBR	DSMC		Fall 00/ Spring 01	
MANAGEMENT & LEADERSHIP	**COURSE, CLASS, DEVELOPMENTAL ACTIVITY, OR ASSIGNMENT**	**SOURCE** Name & Location	**EST. COSTS** Fees/Travel	**PLANNED DATE(S)**	**ACTUAL DATE(S)**
Teaching Leadership	Leadership & Those Anaclitic Depression Blues	DSMC – Dr. Jerry Harvey	4 hrs	30 Jul 00	
CONSULTING	**COURSE, CLASS, DEVELOPMENTAL ACTIVITY, OR ASSIGNMENT**	**SOURCE** Name & Location	**EST. COSTS** Fees/Travel	**PLANNED DATE(S)**	**ACTUAL DATE(S)**
Expand Consulting Abilities	Advanced Consulting Workshop	DSMC	N/A		
RESEARCH	**COURSE, CLASS, DEVELOPMENTAL ACTIVITY, OR ASSIGNMENT**	**SOURCE** Name & Location	**EST. COSTS** Fees/Travel	**PLANNED DATE(S)**	**ACTUAL DATE(S)**
Develop my research techniques	Consult with the research dept. Complete my research article on FOD/DBOF.	DSMC	N/A	Spring 01	

SIGNIFICANT PRIOR TRAINING & DEVELOPMENT RELATED TO DEVELOPMENTAL OBJECTIVES		
NAME OF COURSE:	**NAME OF TRAINING CENTER:**	**DATE OF COMPLETION:**
DoD Ethics Training for Ethics Instructors	DSMC – OSD Pilot	Spring 92
Creative Training Techniques	Creative Training Techniques, Sheraton National	24 May 93
Basic Consulting Workshop I	DSMC	23 Jul 93
TQL Training	David Langford	????
Graphics & Visuals for Trainers	Creative Training Techniques	Summer 93
Action Learning	Nancy Dixon	18 Aug 93
Effective Listening & Memory	**VICOR, Inc. – Charles W. Shearin, Ph.D.**	
MS Project	DSMC	13 Mar 97
TQM in education	DSMC via Satellite	
Supervisory Development	**Army – Correspondence**	5 Oct 95
The 2 Brains: Implications of Hemispheric Dominance on Teaching & Learning	Dr. Bob Hawkins	20 Jun 96
JDAM Harvard Case Workshop – Dr. Cynthis Ingols	DSMC	22 Jun 98
Using MBTI in the Classroom	Otto Kreoger, Asc – DSMC	
How To Supervise People	**Fred Pryor Seminars**	11 Apr 95
MBTI Qualifying Workshop	Otto Kreoger, Asc	March 94
HIV/AIDs Awareness Training for Supervisors	DSMC	9 Feb 95
Goal Setting 101	DSMC – Don DeCoursey	17 Oct 94
Contract Officers Representative Course	**ALMC-CL**	8 Dec 95
Latest in Networking Capabilities w/Carlos Galvan	DSMC	24 Jun 98
IF NO CAREER DEVELOPMENT IS DESIRED OR NEEDED AT THIS TIME, PLEASE STATE SPECIFIC REASONS WHY		

NOTE: If you would like to add a row/rows under a specific category, go to the category, click on table, click on insert rows.

Class Outline

This training class is designed to take about an hour of time. Feel free to modify the examples to suit your own campus and departments.

Materials

- Puzzles for each table
- Bag of IDP chits made up of short-range goal chits, long-range goal chits, and activity chits
- Bag of department chits
- Sample FCP worksheet
- Sample FCP/R
- IDP worksheets (target goals)
- Contribution log sheets
- Tape
- *Optional -* Copies of the sample IDP and FCP/R for each participant.

I. Preparation

Print out or copy the puzzle sheet onto card stock and cut out. The DAU seal and each phrase should be individual pieces. There should be one puzzle for each table or small group of people at the training class. Place one on each table before attendees come into the classroom.

Print out or copy enough Goal Target and Writing Goals Exercises worksheets (these two can be copied back to back), and Contribution Logs for each participant.

Print out or copy a Sample Faculty Contribution Plan Worksheet for each participant.

Print out or copy the Department Goals chits onto pink paper.

Print out or copy the Long-Range Goals chits onto green paper.

Print out or copy the Short-Range Goals chits onto blue paper.

Print out or copy the activities chits onto yellow paper.

Cut out one sheet of the Department Goals chits and place them in a bag labeled *Department Chair.* Do this for half the number of people in your class.

Cut out one sheet of the Long-Range Goals, Short-Range Goals, and Activities chits and place them in a bag labeled *Faculty Member.* Do this for the rest of people in your class.

II. Introduction

The Puzzle – At the beginning of class, have each group put together the puzzle. The puzzle will serve as the lead-in to the training.
Ask the class, "What parts are in this puzzle?" Explain that together these parts compose the new Faculty Development Program. This leads to the next section on the FCP flowchart.

III. The Flowchart

Presentation of the Faculty Development Process flowchart. The explanation of the flowchart is on page 4 of this manual. The flowchart itself is found on page 5 of this manual.

IV. The IDP Exercise

To introduce the IDP, hand out the Goal Target and Writing Goals Exercises worksheet(s) to each participant. You can choose to go through them in class and practice writing sample goals. Or you can briefly explain the worksheets and let the faculty members work on them on their own.

For the following exercises, participants will pair up. One person will play the department chair and the other will play the "faculty member". Each "faculty member" will choose goals and activities that would go on an Individualized Development Plan or IDP. This will include both long-range goals, short-range goals and activities. The "department head" will approve and "sign off" the goals and activities that are chosen.

The "faculty member" will get a bag of color-coded chits that represent long-term goals, short-term goals and activities. Green chits are long-range goals; blue are short-range goals and yellow are activities that will help you accomplish your goals. Each "faculty members" picks one long-range goal, one-short range goal and 3 activities, ignoring the point values for now. These are submitted for approval to the "department chair." Allotted time is 5 minutes.

V. The FCP Exercise

The "department chair" will get a bag of department goals chits that need to be accomplished for the year. These goals are developed by the department chair and flow from the DAU and campus goals. Now the department chair and the faculty member work together to agree upon activities that the faculty member will do for the department in the upcoming year. These will make up the Faculty Contribution Plan. Point values associated with each activity are suggested point values for successful faculty contributions. (Points are **NOT** awarded for simply doing the activity.) The chits from the previous IDP exercise and departmental activities are taped on the sample FCP sheet. The "faculty member" will write a short justification for each activity and what the contribution will be to the college. After everyone has finished, go around the room and have each group share a sample activity and justification.

Hand out the Contribution Log form to each participant. The form can be copied and used to keep a record of activities and contributions.

VI. The Mid-Year Review and the FCR

From the FCP, there will be a mid-year review. Adjustments will be made to the FCP at this point. Ask the class, "What are some reasons you can think of that you would need to adjust your FCP?" Reasons could be that a scheduled workshop was canceled, additional teaching requirements were needed, a faculty member became sick and missed some activities, etc. At the end of the year, the faculty member will fill out the Faculty Contribution Report side of the FCP with justifications of what was contributed to the college. Each supervisor will award points based on the contributions. The final score will be used in the annual review to award salary increases and bonuses. The FCP/R with point award totals will be signed off on by each supervisor, the Campus Dean and the Provost. The sample IDP and FCP/R found on pages 6-9 and pages 21-22 of this manual can be passed out at this point to use as an example.

VII. Wrap-Up

Questions and clarifications on the material covered.

Training Class Worksheets

DSMC
FD Goals

Department
goals

Faculty
create IDP

Annual
review

DEFENSE ACQUISITION UNIVERSITY
EXCELLENCE IN ACQUISITION

Department
Work Plan

Faculty
Contribution
Report

Mid-year review
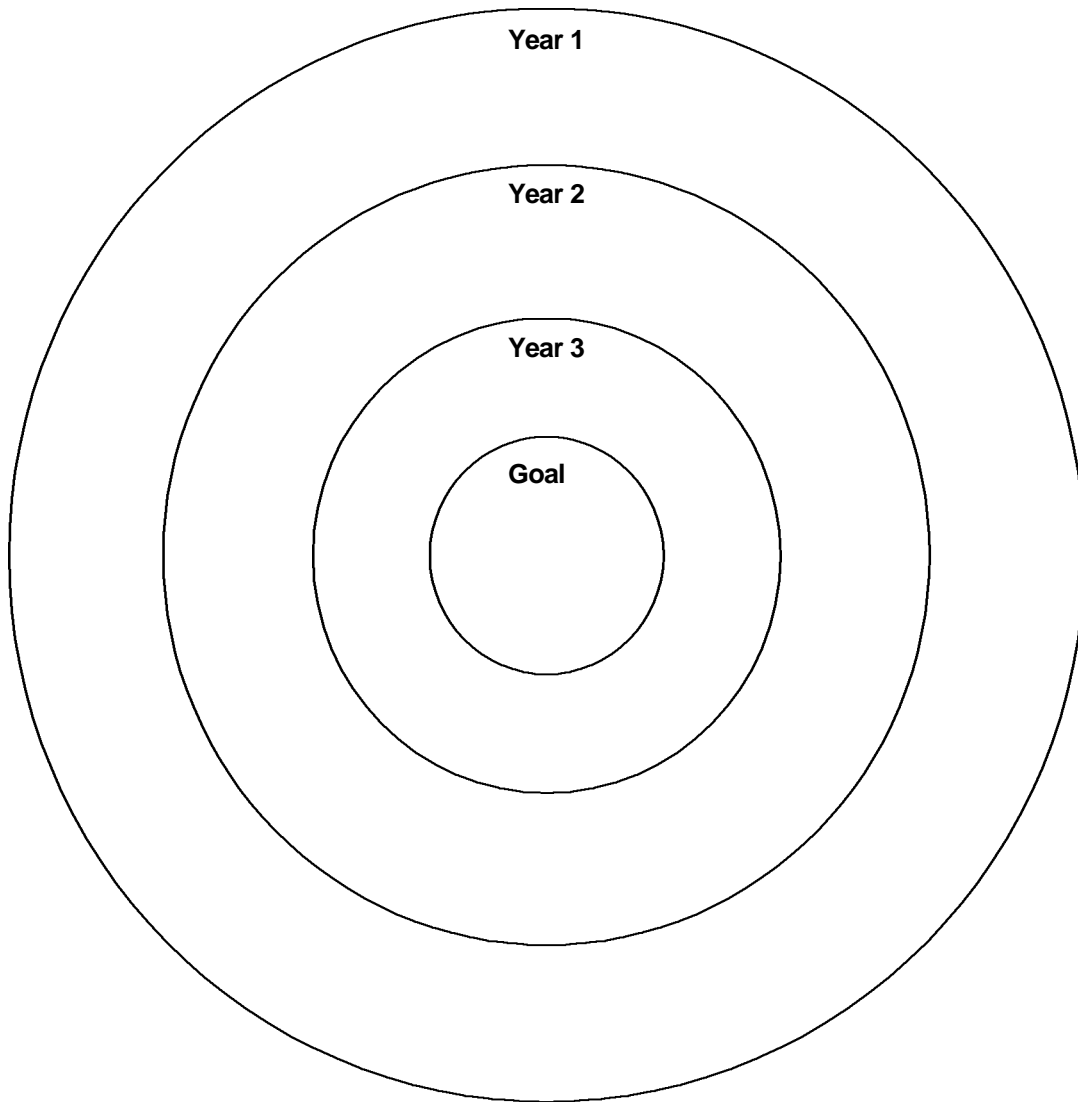
Faculty
Contribution
Plan

Goal Target

1. Write your goal in the center of the target.
2. Write the steps you will need to take each year to achieve your goal.
3. Feel free to add rings if you have a long-range goal that spans several years.

Year 1

Year 2

Year 3

Goal

Writing Goals Exercises

This exercise is to help you create a career plan and apply it to your Individualized Development Plan (IDP). Use only the questions that you feel would be helpful to you and don't feel that you have to answer them all. Think as far ahead into the future as you can and don't limit yourself to just DSMC when you are brainstorming.

Make a list of:

- What skills you already have.
  - *i.e. classroom teaching, basic computer skills, certified to teach in one subject area*
- What skills you want to improve on.
  - *i.e. lesson planning, more advanced computer skills, cross-certification*
- Where you want to be in 1, 2, 5, and 10 years.
  - *i.e. cross-certified, achieve an advanced degree, retired, teaching elsewhere*
- What you will need to succeed in improving your skills and obtaining your goals.
  - *i.e. grad school, training classes, a mentor*

From this list, form goals that can be used on your IDP. Remember to make goals, **clear, concrete, concise** and **attainable.**
Here are some things to think about when forming goals:
- ***Is your goal conceivable?*** Do you have a clear, specific idea of what you want to do? Define it.
- ***Is your goal believable?*** Do you have the self-confidence that you can accomplish this goal?
- ***Is your goal achievable?*** Do you have the skills and abilities and time to actually work on the goal? What will it take?
- ***Is your goal measurable?*** How will you know when you get there? What quantity, time, salary/step are you aiming for?
- ***Is your goal desirable?*** Do you want this goal or just think you *should* do it? Why do you want it? How does this add value to your college?
- ***Is your goal positive?*** Is your goal intended to build not destroy? Change your wording and purpose to be positively stated and intended.

After you have thought about and analyzed each goal, list under each goal what you will need to attain it. This will become the basis for your yearly IDP.
Once you have drafted your IDP, you will discuss it with your supervisor and jointly finalize it. Don't expect your IDP to be static; it is a changing, evolving document. There will be some things that will have to be added to your IDP because of departmental requirements. Teaching, consulting or research requirements are an example of how your IDP might change because of specific requirements of the department. In a few years, you might reconsider your goals which will affect your yearly IDPs as well.

Contribution Log

Date_____

Activity _____

Purpose/Goals _____

Value Added _____

_____

_____

_____

Contribution Log

Date_____

Activity _____

Purpose/Goals _____

Value Added _____

_____

_____

_____

Sample Faculty Contribution Plan Worksheet

Activity	Expected Contribution from Activity	Points

1. Place each of the activities you have selected in the rows above and tape them down.
2. Write what you expect to contribute to the college after completing the activity (i.e. create a new elective, hold a faculty seminar, keep current on acquisition policy, write a journal article, etc.)
3. RED chits are requirements from your department chair. YELLOW chits are the ones that you have picked out.

Long-Range Goal Chits

Get an advanced degree in adult education		
Attain level IV certification		
Become department chair		
Attain level III certification		
Become cross-certified in another functional area		
Get PMP certification		

Short-Range Goal Chits

Become proficient in developing and writing case-studies		
Obtain a level II certification in my subject area		
Obtain cross-certification for another subject area		
Improve my abilities to teach adults		
Become more knowledgeable about web technology esp. distance learning		
Develop an elective on MBTI use in program management		
Write a research article on change management.		

Activity Chits

Using MBTI in Teaching & Consulting by Otto Kreoger.		10
Beyond Train the Trainer		25
BCF Level III certification		50
Stress Management Seminar		5
Section Faculty Advisor		25
Profilor Certification Workshop		10
Advanced Consulting Workshop		15
Maise Center workshop on Skills for On-Line Trainers		10
HBS case-study writing seminar		5

Department Goals Chits

Consulting - PEO Health & Human Services, 40 hours		40
EVM database development		25
Member of PMT 302 development team		25
Teach 400 hours of APMC		400
Teach 100 hours of ISAC		100
Consulting – US Customs – 75 hours		75
Teach 125 hours of short courses		125
Mentor new faculty member		25
DoD EVM In-House Conference		30

Blank Chits